

**IMPROVING THE EIGHTH GRADE STUDENTS’
NARRATIVE READING COMPREHENSION BY
USING” IT SAYS I SAY AND SO STRATEGY
“AT SMP NEGERI 1 PULAU PANGGUNG
IN THE ACADEMIC YEAR
2020//2021**

A Thesis

**Submitted as a partial fulfillment of the Requirements
for S-1 Degree**

By:

**NEGI SETIAWATI
NPM. 1411040308**

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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Advisor : Meisuri M.Pd.

Co-Advisor : Satria Adi Pradana M.Pd.

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020/2021**

ABSTRACT

In order to make the students feel happy when they were studies in the classroom, it needs a good method, strategy or technique which can be applied by students. The objective of the research was to find out whether the use of problem based learning on the students reading comprehension in Narrative text at the eighth grade SMP N 1 Pulaupanggung in academic year 2020/2021. A quasi-experimental design was used in three meetings for treatments, 2 x 40 minutes in each meeting. The population was the eighth grade SMP N 1 Pulaupanggung The total sample were 60 students were taken from two classes, VIII D (experimental class) and VIII F 2 (control class) by using cluster random sampling This research used quasi-experimental design. In collecting the data, the research used instruments in the form of multiple choice test which were try out. After administering pre-test and post-test, the researcher analyzed the data which were normal distribution and homogeneous by using SPSS to computed independent sample t-test. After conducting the post-test, the data that had been collected from pre-test and post-test were analyzed. Based on the analysis, it was found the result of this research of $\text{Sig.}(P_{\text{value}}) = .005 < \alpha = 0.050$. It means that H_a accepted and H_o rejected. It can be concluded that there is a significant influence of problem based learning on the students' reading comprehension in descriptive Text at the eighth grade SMP N 1 Pulaupanggung in academic year 2020/2021.

Keyword: *problem based learning, reading comprehension, narrative Text, quantitative research.*

DECLARATION

Hereby, I stated this thesis entitled “Improving the eighth grade student’s narrative reading comprehension by using It Says I Say and So” Strategy in students’ reading comprehension at the first semester of eighth grade of SMP N 1 Pulaupanggung in the academic year 2020/2021” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

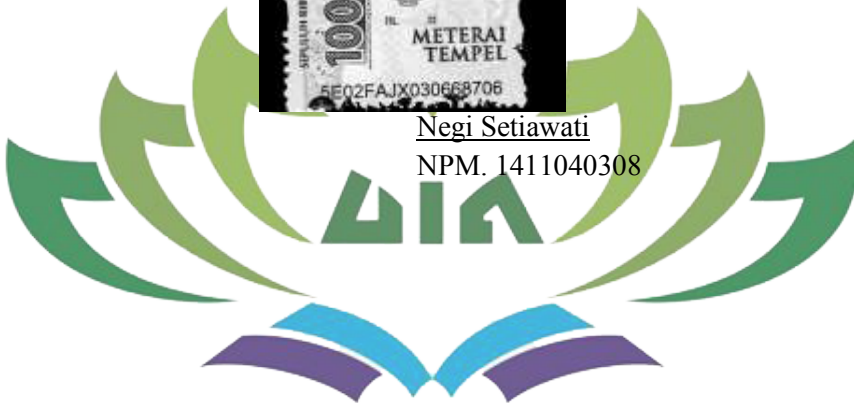
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“IT SAYS I SAY AND SO STRATEGY” AT SMP NEGERI
1 PULAU PANGGUNG IN THE ACADEMIC YEAR
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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ

Recite in the name of your Lord Who created,(2) created man from a clot of congealed blood. (3) Recite: and your Lord is Most Generous

(Chapter: Al-Alaq: 1-3)¹

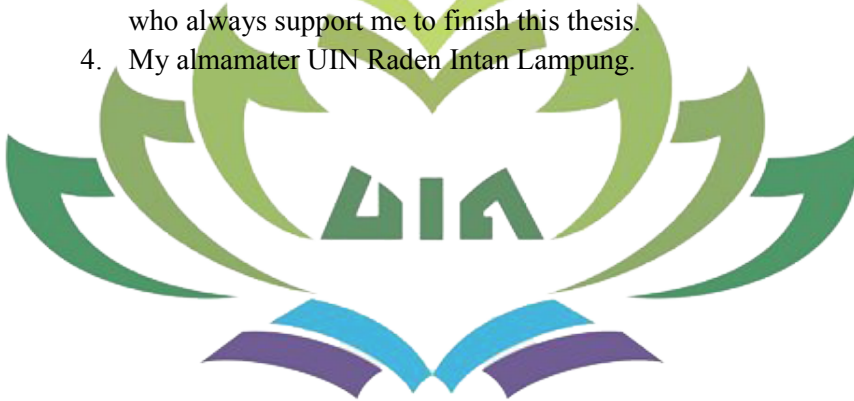


¹ Tafheem Al Quran surah 96 Al-Alaq', Ayat 1-3" (On-line),
Available on : <http://www.islamicstudies.info/>(August , 01 2019)

DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved Father and Mother, Mr. Miskiran Mrs Nyami, I cannot say anything because a thousand words nothing means to your kindness, I just can say I really proud of having you as my parents.
2. My beloved brother and sisters, Saryo, and Nurlaina who always give me support and motivation.
3. My beloved friends (Doris Febriansyah, Shelya Athami S.Pd, Reza Agustin Nedia S.pd, Nurjanah, S.Pd, Olinda Sela Desmonda S.Pd, Deta Diana S.Pd, Rahmanita Sari S.Pd,) who always support me to finish this thesis.
4. My almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Negi Setiawati was born on November 26th, 1997 in Tanjung Rejo, Pulaupanggung, Tanggamus. She is the third child of Mr. Miskiran and Mrs. Nyami. She has one beloved brother and one sisters. The names are Saryo, and Nur Laina. She accomplished her formal education Elementary school at SD N 1 Tanjung Rejo finished in 2008. After that she continued her school at Junior High School at SMPN 1 Pulaupanggung finished in 2011. After that she continued her school at SMK N 1 Talang Padang finished in 2014. Then she continued her study in UIN Raden Intan Lampung as the students of English Study Program of Tarbiyah and Teacher Training Faculty.



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Praise is to Allah, the almighty God, the most merciful and the Most beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon to our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “Improving the eighth grade student’s narrative reading comprehension by using It Says I Say and So Strategy at SMP N 1 Pulaupanggung in the academic year 2020/2021” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support, and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung
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their instruction and for giving the contribution and being cooperative while the researcher was conducting the research there.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession

Bandar Lampung, 2021

NEGI SETIAWATI
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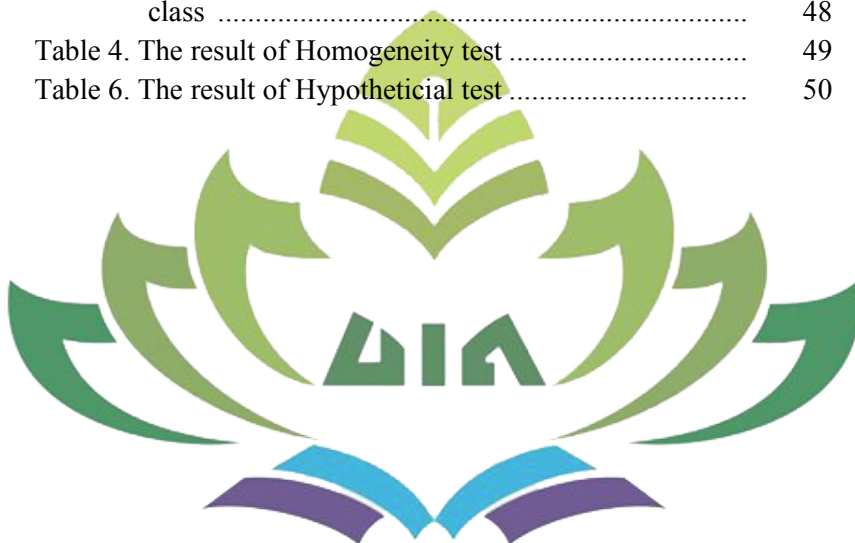
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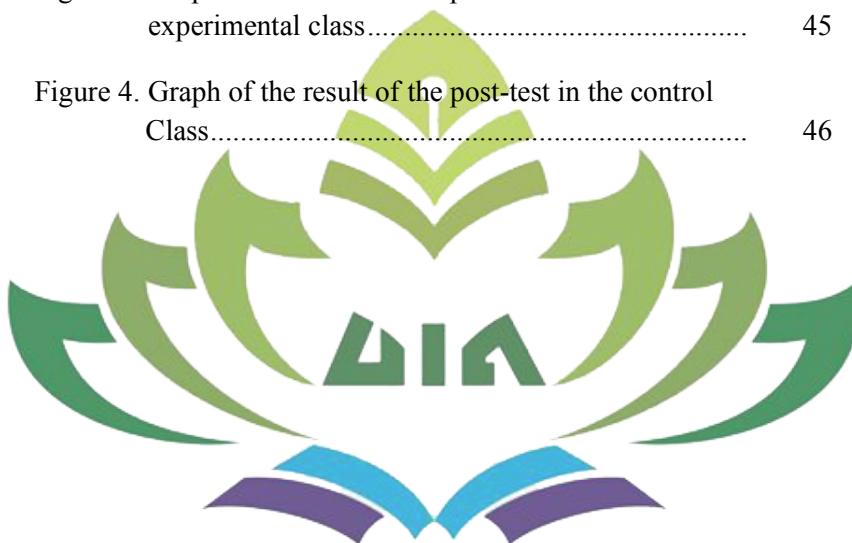


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CHAPTER I INTRODUCTION

A. Background of the problem

Nowadays, English is global language that is used as communication device in many countries where it gives contribution in this life. It can be implemented in several aspects for example science, business, technology, and education. Nga. N.T stated that English is main language in communication which brings people on earth together and help them understand each other in several aspects.¹ Moreover Cristal stated that English is as global language divided into reason. Firstly, language can be made the official language of country, to be use in the law course, the media, and the educational system. Secondly, language can be made priority in countries foreign language teaching, even thought this language has no official status.²

Determining the important of English, Hamra and Syatriana based on that English is first foreign language in Indonesia. Indonesian students should learn English because it is one of important subject at the school. English in Indonesia curricula have change for several times during the past fifty years including English subject from 1945.s until now.³ Indonesian curriculum of English education began to exist Sahiruddin, states that the position of English in Indonesia is very urgent in education development.⁴

In learning English, there are four component of language skills there are speaking, listening, reading and writing.

¹ Nga,N.T.(2008). English – a global language and its implication for student. *VNU Journal of science, foreign languages*, 24(1).p. 260-266.

²Crystal.D (2003).*English as a Global language* (2nded).Cambridge.UK: Cambridge University Press.

³Hamra, A. & Syatriana, E.(2010). Developing a Model of Teaching Reading Comprehension for Elf students .*TEFLIN journal*,21,30.

⁴ Sahuruddin.(2013). The implementation of the 2013 Curriculum and the issues of English language teaching and learning in indonesia. *The Asian Conferences on Language learning 2013 Official Conferences Proceedings* .3(4),567 -574.

According to Zhang there are generally four basic skills involved the language learning process. The process of receiving are listening and reading.⁵ Moreover, Harmer stated that receptive skills are the ways how people acquire the meaning from the discourse that they see or hear.⁶ Whereas, Cooper argues that the productive skill are those which enable language learners to communicate meaning affectively to others. The processes of production are speaking and writing.⁷

Among those skills, reading is one of the most important skills in language learning and it needs comprehending. Based on Patel and Jain reading is the most useful important skill for people to update his/her knowledge.⁸ In reading brings to the reader to get a lot of knowledge and information by comprehending.

Reading gives contribution in many aspects one of them in student's academic life. Goodman cited in Harland states proposes that teaching reading serves to major roles to have a psycholinguistic guessing game and to develop students' linguistic and general knowledge. The roles involve an essential interaction between language, thought and fun in reading. In academic settings, almost every major purpose for reading comes into play.⁹ Thus, English for academic for purposes (EAP) in reading curriculum have multiple purposes for example:

⁵ Zhang, B. (2013). An Analysis of spoken language and written language and how they affect English Language Learning and Teaching. *Journal of Language Teaching and Research* , 4(4) ,834-838.

⁶Harmer.J.(2003). *The Practice of English language teaching*. Cambridge, UK: Person Education Ltd.

Cooper,A. (2015). *Facilitating the Development of basic language skill in the English as a foreign language classroom*. Retrieved from: <https://andreacoopertelf.files.wordpress.com/2015/03/language-skill.pdf>.

Patel ,M.F.,& Jain,P.M.(2008). *English language teaching: Methods ,tools, & techniques*. Jaipur, ND: Sunrise Publisher.

⁹ Harland, P.(2013). *teaching reading narrative text through jigsaw technique at senior high school* . Bung Hatta University Padang Indonesia.

1. To search for information
2. For general comprehension
3. To learn new information
4. To synthesize information.¹⁰

According to Day and Bamford, reading is process of constructing meaning from written text through the interaction of the readers' knowledge and the readers' interpretation of the language that the writer is used in constructing the text.¹¹ Cahyono stated that reading is about understanding written texts. It is a complex activity related process: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense words, sentences and connected texts. Readers typically make use of their background knowledge, vocabulary, grammatical knowledge, experience with the text and other strategies to help them understand the written text.¹²

In other word, Reading comprehension as an active process a reader made to construct meaning from a text. This process which consists of using an interaction between a prior knowledge, and drawing inferences from the different words and expressions the writer uses, in order to comprehend information, ideas and viewpoints. Reading comprehension skill shows the

¹⁰ Grabe, W., & Stoller, F.L. (2006). *reading for academic purposes :Guidelines for the ESL/EFL teacher*. Retrieved from http://www.nuts.na/sites/default/files/documents/EAP511S_Introduction%20to%20Academic%20reading%20class%20Activity%201.pdf.

¹¹ Op.Cit

¹² Cahyono, Bambang, Y and Mukminatien, N. 2011. *Techniques and Strategies to Enhance Language Learning*. Malang: State University of Malang Press

ability of someone when they are understand the meaning of the text.

In fact, based on questionnaire to some student, the researcher found that The students have difficulties in reading comprehension. They are also difficult to do exercise and find the information especially in narrative text.

Based on the preliminary research, many students of the eighth grade of SMP N 1 Pulaupanggung faced the difficulties in understanding the text in reading comprehension in narrative text. To get the data of preliminary research the interview schedule was applied to the English teacher and the students of SMP N 1 Pulaupanggung.

TABLE 1
Students' score of Reading comprehension in Narrative Text at
Eighth Grade Students first semester of SMP N1
Pulaupanggung in Academic Year 2020

No.	Class	Score <70	Score \geq 70	Number of Students
1	VIII A	20	12	32
2	VIII B	22	11	33
3	VIII C	21	9	30
4	VIII D	22	10	32
5	VIII E	20	12	32
6	VIII F	19	11	30
	Total	124	65	189
	Percentage	65,60%	34,40%	100%

*Source; English Teacher's document of SMP NEGERI
1 Pulaupanggung*

From the data of preliminary research in Table 1, it can be seen that the students' got the score under minimum reading comprehension in narrative text. While, there were 65,60% and the researcher got the percentage data from questionnaire with

students in SMP N 1 Pulaupanggung.¹³ From the data of the interview at SMP N 1 Pulaupanggung October, 8th 2020 it showed that the students' ability in reading comprehension is under average especially in narrative text. It happened because of some problems students have difficulty reading comprehension to draw conclusion from students existing knowledge and previous knowledge. The students failed to comprehend the text because the students didn't understand the meaning of the text given by the teacher and difficult to recognize a main idea or topic sentence and detail of each paragraph in a narrative text and also difficult to find information in a text. Commonly, they need teacher's help to read the word by word or sentence by sentence and the students do not have good motivation to read because the text is not interesting and the students feel that reading activity is boring. So, the students become passive and lazy to read exactly to read book.

From the phenomena above, the teacher used LRD strategy to teaching reading and it is clear to say that in reading activity, the strategy which is used by the teacher still cannot help the students to comprehend the reading material. The strategy is difficult to use on a daily basis, because developing building students' prior knowledge are time-intensive and the teacher must be selective and choose the specific texts in which the students lack knowledge about and need more support with LRD text.¹⁴

Based on the result of preliminary research, concerning with the problems that student faced, the researcher is attempting to solve the problems by using It says I say and so strategy. This strategy is expected to help the students to find the vocabulary meanings in order to comprehend the text easily.

¹³ The result of percentage questionnaire with students in preliminary score

¹⁴ John E. Trowbridge, *Reading in the Content Areas*, (Washington: Louisiana Public Broadcasting, 2002), p.11

B. Identification of the problem

1. The students have difficulties in reading comprehension
2. The students feel difficult to understand the meaning of the text
3. the students have difficulties to do exercise and find the information especially in narrative text
4. The teachers is strategy cannot help the student in reading comprehension and difficult to use on a daily basis of students.

C. Limitation of the Research

From the identification of the problems above, the researcher focused on the improving the eighth grade students' narrative reading comprehension by using it says I say and so strategy at SMP N 1 PulauPangung in the academic year 2020/2021.

D. Objectives of the study

Best on previous problem, the objective the study are:

1. To find whether or not there is significant improvement on the eighth grade students' narrative reading comprehension who are taught by using it says I say and so strategy at SMP before and after treatment.
2. To find or not there is significant different on the Eight grade students narrative reading comprehension who are taught by using is says I say and so strategy and those who are not at SMP 1 Pulaupangung.

E. Significance of the study

The result of this study are expect to give beneficial contributions for some side:

1. The teacher of English
The writer hopes that this study will be beneficial for English teacher develop an improve learner reading comprehension by using it says I say and so strategy when

teaching reading especially narrative text. This strategy can be used as a reference to enrich teachers' knowledge in teaching process.

2. The students

The writer hopes that this study can help the students become interested in learning reading and to solve the students' problem in narrative reading comprehension.

3. The writer

This study is expected to add and enrich the writer's knowledge and understanding in teaching narrative reading comprehension by using It Says I Say And So strategy in the future time and conducting

4. The future research

This study will give source or references and information about It Says I Say And so strategy for the next researcher to conduct similar further research.



CHAPTER II

LITERATURE REVIEW

A. Frame of Theory

1. Concept of Teaching English as Foreign Language

Language plays a great part in our life, in order to live, we must master language. Language is a set of rules used by human as a tool of their communication. That function is of tool to talk to each other and to express their idea. It means that, language is very important to human life, because all interactions and activities will be run with language. In other word, language is an instrument of communication that should be learned by all people. Broughton stated that in some countries English is a second language but in the rest of the world, English is a foreign language. It is taught in school, often widely, but it does not play an essential role in national or social life.¹⁵ It means that in Indonesia, English as a foreign language and English have been a subject learning in Junior High school, Senior High School, and University level.

At Junior High School level, English is an a compulsory subject where the students study four skills they are listening, speaking, reading, and writing. English subject is one of curricula's programs that have purposes to develop the student's competence in term: attitude, knowledge and term.

Many experts explain about what is Teaching English as a Foreign Language (TEFL). One of them expert is Wilkins, he said that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned. It means that the students who learned English as a foreign language have little opportunities to use their English in real life situations.

¹⁵ Geoffrey Broughton, *et.al.*, *Teaching English as a Foreign Language* (2nd Edition)(New York: Routledge, 1980),p.6

Teaching English as a foreign language is not easy because the students do not use English for daily communication. The students only use English when they have an English class. This is supported by Crystal who stated that if English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort.

Therefore, all activities in the classroom should give motivation for the students to study English through variations of approach so that the students will get enjoyable situation and good learning atmosphere in learning process. In Teaching English as Foreign Language, the teachers have big influence of the students' comprehension of material. It supported by Bowman who stated that in recent years teachers of English as a Foreign Language have been paying increasing attention to identifying the needs of their students, to students' attitudes towards English and their reasons for learning it.

In Teaching English as a Foreign Language (TEFL), one significant factor that influences most of the success in teaching and learning are teachers. They have to find the way how to make the students enjoy the lesson. In teaching English as a foreign language, the teacher should know what they do in order to make the student interested in English. So, the teacher should really prepare the materials, media, strategy, instruction and technique well. It is clear that the purpose of teaching learning English as foreign language is to make the students master the language. To make it happen, the students should actively involved in the teaching learning process. The teacher should be creative in teaching by using variety of strategy, so the students will not feel bored or lose eagerness to learn.

English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when people learn English in countries where English is spoken in the society, such as in the United States or Malaysia. Setiyadi stated that people in those countries emphasize on the ability and fluency in communication of daily lives.¹⁶ Seeing and understanding how important English is, English in Indonesia is taught as a foreign language and it has been taught from the Junior High School up to the Senior School even in the University. English is a foreign language in Indonesia, so it is not familiar yet for the beginner to learn. We need an accurate method, technique or strategy that gives enjoyable feeling for the students, so it can give the motivation for the students to learn English. With the strong motivation, it can give best result of learning yet, teachers have to know many kinds of teaching strategy, and they must know how to implement the strategy in the class.

2. Concept of Reading

There are four language skills in teaching English; they are listening, speaking, reading and writing. One of important skill that should be mastered in English is reading.

a. Definition of Reading

Reading is one of the important skills which is needed by the students from elementary school up to university. By reading, the students are able to get a lot of information based on what they require in reading. Many experts define reading as the process of putting the reader in contact and communication with idea. The main point in reading is how the reader can take the passage of the text what they read. It is supported by

¹⁶ Setiadi A,G Bambang. 2006. *Teaching English as a Foreign Language*, (1st Edition). Yogyakarta: Graha ilmu.

Grabe who said that reading is something many of us take for granted. We read with what appears to be little effort and little planning. And it is remarkable that so much of the world's population can read-a little more than 80 percent of the world's population can read to some extent.¹⁷

A good reader should be able to get the point of the text which they read. So they should do an effort to comprehend the message of the text based on their own manner. Another way, Hedgcock and Ferris said that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). Earlier models of reading instruction have tended to focus primarily either on bottom-up processes (for decoding and comprehending the text) or top down skills (for activating the background knowledge and prediction strategies of the reader.¹⁸ By reading, we are able to get a lot of information and knowledge

Based on what we require in our life. As a teacher we should be able to develop the students' skill that they can read English texts effectively and efficiently. Carter said that reading is a complex process made up of several interlocking skills and processes. The sum of these pieces is a tapestry that good readers use on a day-to-day basis to process text in their world. The tapestry of effective reading is woven from six foundational threads. Without each thread being present in the tapestry of an individual's reading abilities, there are holes and the weave cannot hold tight and cannot function for lifelong use. It means that reading is process

¹⁷ William Grabe, *Reading In Second Language* (New York: Cambridge Universitypress.:4

¹⁸ Jhon S.Hedgcock,and Dana R.Ferris, *Teaching Readers Of English Students, Texts;Text* (New York: Routledge .2009),p49

involves what they read wants to know about the text by consulting question appear in his head.

Another explanation from Harmer who stated that reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.¹⁹ Relationship between writer and reader focus on how the readers comprehend the main idea of the intention of the writer. A written book has a purpose or content that want to share to the reader. Based on those explanations, it can be concluded that reading is important process for the students to get the information and comprehend more active in the text and another word. Reading is an active process in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her read.

b. Definition of Reading Comprehension

Pang stated that comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.²⁰ It means that comprehension is process activity to get the meaning from text or knowledge from vocabulary that active process.

Many of the reading comprehension strategies that have been associated with the highest effect sizes for students with learning disability are those that teach students strategies that promote them to monitor and reflect before, during, and after reading. Klingner said

¹⁹ Jeremy Harmer. *How To Teach English (An Introduction To The Practice Of English Language. Teaching, (New York London,-2001),.P70*

²⁰ Elizabeth Pang,S, Muaka Angaluki Benbard B. Elizabeth, Kamil,L. Machel *Teaching Reading. (Chicago Internal Academy Of Educational Series-12,2003)P.14*

that these strategies ask students to (1) consider their background knowledge on the topic they are reading, (2) summarize key ideas, and (3) self-question while they read.²¹ It means that reading comprehension is important for students, can give knowledge for students' ability from their comprehend.

Caldwell stated that comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning and finally connect these words into idea units.²² It means that comprehension is process ability of someone to make a sense of the context base on what he or she reads or hears. It is way in which someone interprets the text. Grabe stated that text comprehension requires both (a) language knowledge and (b) recognition of key ideas and their relationships (through various comprehension strategies).²³ It means comprehension is a process in the construction and meaning and the process of deriving meaning from connected text. Carter said that reading comprehension is dependent on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise met cognitive control over the content being read.²⁴ This means that the reader is able to monitor and

²¹ Jannete K Klingener, Vaughn Sharon And Boardman Alison *Teaching Readingcomprehension To Students With Leraning Difficulties*, (New York. The GuildfordPress. 007)P.5

²² Joanne Schudt Caldwell, *Comprehension Assessment A Classroom Guide*. (New York: The Guildford Press. 2008), P.5

²³ William Grabe, *Handbook On Research On Teaching Reading*,(M Cambridge; Cambridge University Press,2004), P.50

²⁴ Karen Tannkersley, *Opcit*, P.90

reflect on his or her own level of understanding while reading the material.

The most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented. Moreover, Brown stated that reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.²⁵ It means comprehension is ability to understand about something, in order that the students are able to answer and understand a reading question form.

Based on the language assessment theory by Brown, Especially in reading there are some criteria that are commonly used in measuring students' reading comprehension ability, they are:

1) Main idea (topic)

A main idea is important information that tells more about the overall idea of a paragraph or section of a text.

2) Expression/ idioms/ phrases in context

Idiomatic expressions are groups of words with an established meaning unrelated to the meanings of the individual words. Sometimes called an expression, an idiom can be very colorful and make a 'picture' in our minds.

3) Inferences (implied detail)

Making inferences means coming to a conclusion based on evidence and reasoning. Sometimes we need to infer the main idea of a passage, or figure out an implied thesis by carefully "reading between the lines." This may be necessary if the main idea is not clearly stated, if the reading begins with a question that has no direct answer, when the text compares or

²⁵ H. Douglas Brwn, *Teaching By Principle, An Interactive Approach To Languages Pedagogy*, (2nd Edition), (San Francisco: San Francisco University Press, 2000), P.306

contrasts various things, or if the reading is satirical. A satire is a type of humorous writing that relies on exaggeration to make its points, and the effectiveness of this strategy depends on the reader recognizing the details being scrutinized by the writer. This means that the reader will need to read analytically and pay close attention to specific parts of the text.

4) Grammatical features

is a property of items within the grammar of a language. Within each category there are two or more possible values (sometimes called grammemes), which are normally mutually exclusive. Frequently encountered grammatical categories include:

- tense, the placing of a verb in a time frame, which can take values such as present and past
- number, with values such as singular, plural, and sometimes dual, trial, paucal, uncountable or partitive, inclusive or exclusive gender, with values such as masculine, feminine and neuter
- noun classes, which are more general than just gender, and include additional classes like: animated, humane, plants, animals, things, and immaterial for concepts — and verbal nouns/actions, sometimes as well shapes locative relations, which some languages would represent using grammatical cases or tenses, or by adding a possibly agglutinated lexeme such as a preposition, adjective, or particle.

5) Detail (scanning for a specifically stated detail)

A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage.

6) Excluding facts not written (unstated details).

This type of question really means that three of the answers are stated, mentioned, or true in the passage, while one answer is not

7) Supporting idea

Supporting Details provide information to clarify, prove, or explain the main idea. These details demonstrate the validity of the main idea. They often list parts, aspects, steps, or examples of the main idea.

8) Vocabulary in context

To get at the meaning of an unknown word, use the context (or surroundings) of the word. There are 4 types of context clues: examples, synonyms, antonyms, and general sense of the passage (scroll to the bottom of page to see answers.)

From those statements can be concluded that reading comprehension is the reader's ability to take information or message from paragraph or reading text including the ability to deal with questions related to main idea, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

c. Concept of Teaching Reading

As a teacher, teaching reading for the students is one of the greatest passions. Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be main as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encouraged in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. During teaching reading process we must pay attention about the principle of teaching reading.

d. Concept of Text Genre

There are many types of texts that constitute the genre content in the English curriculum in secondary schools, which include

- (1) Recount (retelling of past events to inform or entertain);
- (2) Report (description of facts, particularly related to natural or social phenomena);
- (3) Analytical exposition (persuading the reader that an idea is important);
- (4) News item (retelling of newsworthy events);
- (5) Anecdote (account of unusual or amusing incident);
- (6) Narrative (stories, primarily fictitious, to entertain the readers);
- (7) Procedure (description on how something is accomplished through a sequence of actions);
- (8) Descriptive (description of particular thing, person or place);
- (9) Hortatory exposition (persuading the reader that something should or should not be done);
- (10) Explanation (description of processes involved in natural or social phenomena);
- (11) Discussion (presentation of different points of view on an issue);and
- (12) Review (a critique of popular art works for the public audience). Students are taught about these types of text and expected to have the comprehension skills when reading such texts.

3. The concept of narrative text

In learning English, the students at the eighth grade of junior high school should know kinds of the text. Narrative text is one of them. Wardiman, states that a narrative text is an imaginative story to entertain people.²⁶ Another definition, Coffaman and Reed argue that narrative has been describe as

²⁶ Wardiman,A., Janur,M.,B.,& Djusma,M.S.2008). *English In Focus: For Grade VIII Junior High School (SMP/Mts).Bandung, Indonesia : Pusat Perbukuan Departemen Pendidikan Nasional.*

having several common components including a setting, plot(series episodes based on goals attempts, outcomes), resolutions or story ending.²⁷

a. Definition of Narrative text

Narrative text is type of text that tells about legend, fable, myth, and folktale to entertain readers. Based on Gerot and Wignell Narrative text amuses reader with actual experience. Narrative is an event which tells a crisis first and finds resolution in the last story. There are five structures in narrative text. They are orientation, evaluation, complication, resolution, and re-orientation. The orientation introduces the participants of story and tells the setting of story. The evaluation retells the previous condition. The evaluation is optional for writer, you can write or not. The complication shows the problem arises. The resolution explains how the problem is solved. The re-orientation is optional part for writer.

b. Social Function of Narrative text

Gerot and Wignell says that the social function of narrative text is to entertain readers with the fiction story like: fable, legend, myth, and folktale.

c. Language Feature of Narrative Text

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.

²⁷ Coffman, G.A., & Reed, M.D.(2010). The True Story Of Narrative Text: From Theory To Practice. *Journal Of The Reading Professor*, Vol 32 (No1), 5-11.

d. Generic Structure of Narrative Text

- Orientation** : It is about the opening paragraph where the characters of the story are introduced.
- Complication** : Where the problems in the story developed.
- Resolution** : Where the problems in the story is solved.

In learning narrative text, the students should know generic structure. Wardiman explain that there are three generic structure of narrative text.²⁸ To make it clear, it can be seen in figure 1

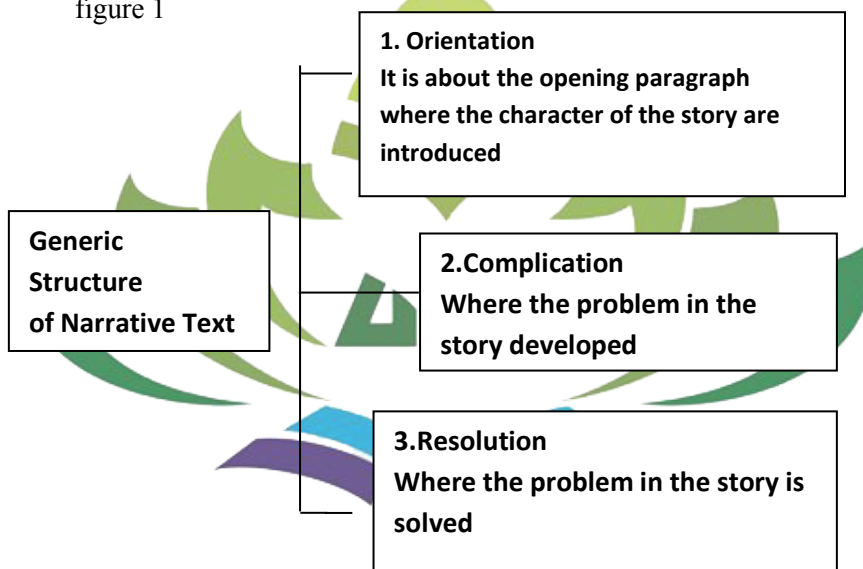


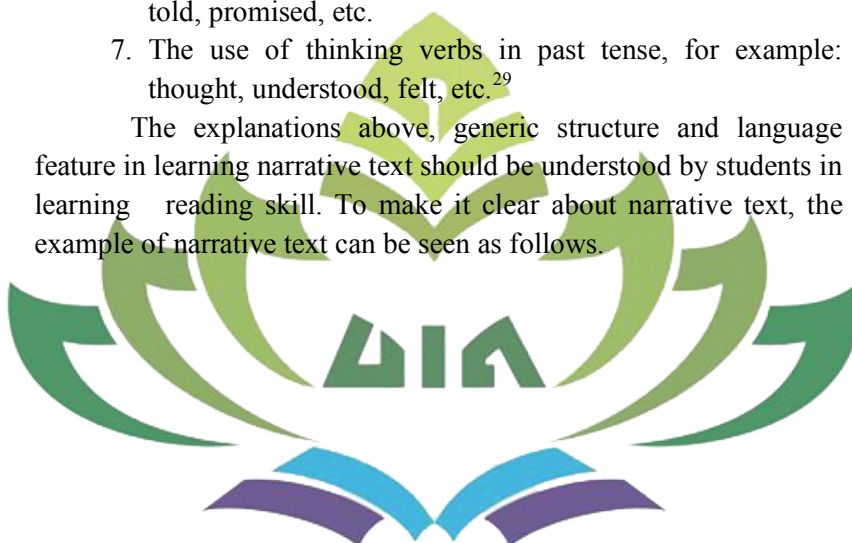
figure 1. generic structure of narrative text

Based on Zaida Narrative text has some language feature namely:

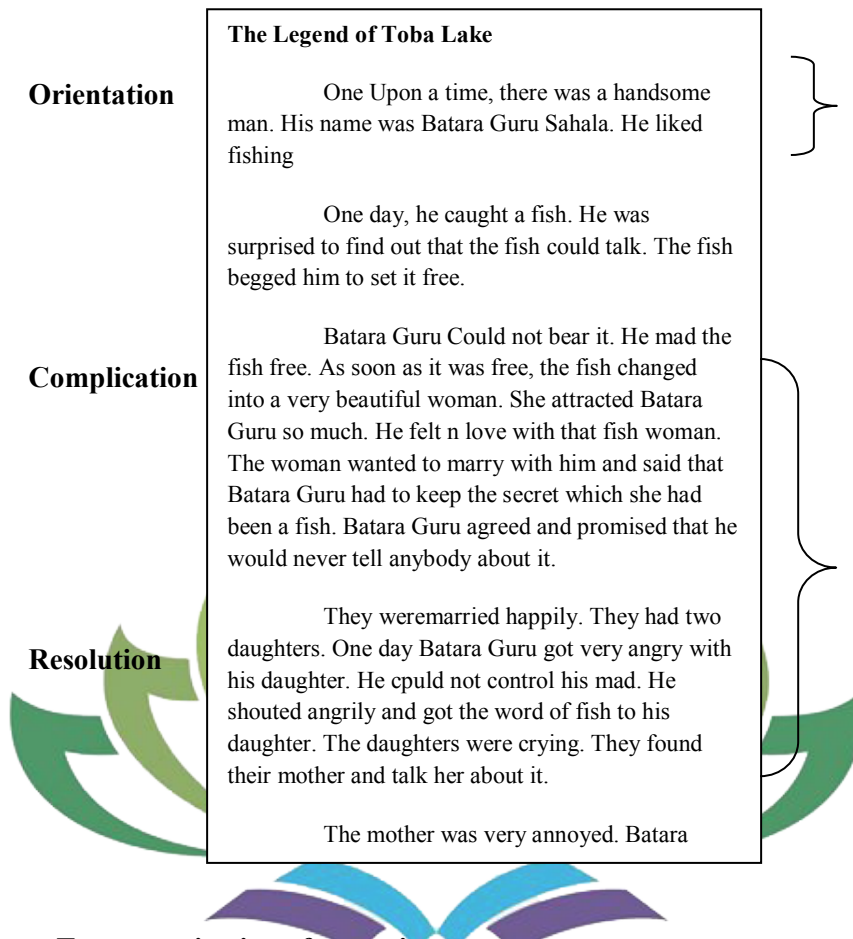
²⁸ Wardiman,A., Janur,M.,B.,& Djusma,M.S.2008). *English in focus: For grade VIII junior high school (SMP/MTs).Bandung, Indonesia : Pusat Perbukuan Departemen Pendidikan Nasional.*

1. The use of noun phrases that identify the characters as specific participants (e.g. Stepsister, Goldilock, etc.)
2. The use of adjectives to form noun phrase, for example: long black hair, two red apples, etc.
3. The use of time connectives to order the events, for example: then, before, that, soon, etc.
4. The use of adverbs and adverbial phrases, for example: here, in the mountain, happily ever after, etc.
5. The use of action verb in past tense, for example: killed, drunk, etc.
6. The use of saying verb in past tense, for example: said, told, promised, etc.
7. The use of thinking verbs in past tense, for example: thought, understood, felt, etc.²⁹

The explanations above, generic structure and language feature in learning narrative text should be understood by students in learning reading skill. To make it clear about narrative text, the example of narrative text can be seen as follows.



²⁹Zaida, N. (2009). *practice your English competence*. Jakarta, Indonesia: Erlangga.



e. Text organization of narrative text are:

a. Orientation

Introducing the participant of the story (who and what is involved in the story), the time and place the story (where and when the story happen).

b. Complication

Telling the beginning of the problem which leads to the crisis (climax) of the main participants.

c. Resolution

Providing solution to the problem.

g. Generic structure

- a. Orientation: Once upon time there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother.
- b. Complication: One day an invitation to the ball came to the family. Her stepsister did not let her go. Cinderella was very sad. The stepsister went to the ball without her.
- c. Resolution: Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her. They lived happily ever after.

h. Language features of narrative text

- a. Focus on specifics participants often individual.
- b. The use material process.
- c. The use of behavioral and verbal process.
- d. The use of relational and metal process.
- e. The use of dialogue and tense perhaps change.
- f. The use of past tense.
- g. Using singular first person (I) or third person (he, she, they).

4. The concept of It Says I Say And So Strategy**a. Definition of It Says I Say And So Strategy**

It says I say and so strategy is one of an affective strategy in reading comprehension, Preszler argues that this strategy is appropriate for students 4-12 grade. This strategy helps students to understand and creates meaning in drawing conclusion from text. According to Preszler:³⁰It say I say and so strategy is a reading strategy that requires students to consider question linked to textual material, find information in the text that responds to the question, interpret the text using inference skill, and combine the information from the text and their own thinking to create an answer. The strategy works well with nonfiction and fiction texts.

³⁰ Preszler, J. *Strategy to help readers make meaning through inferences*. Rapid City: Black Hills. Retrieved from: http://www.rainbowschool.ca/virtual_library/teacher_resources/suppotr/making-Inferences-booklet-On-target.pdf.

Meanwhile, Guzzardo defines that It says I say and so is a strategy that helps students organize their thoughts, existing knowledge and prior knowledge to make inference.³¹ It Says I Say And So strategy can be said that where the prior knowledge will connect with existing knowledge to collaborated information into a conception which can lead the student to comprehension. Even tough, Sethna describes that It Says I Say And so strategy in the teacher poses 3-4 question that require the student to draw inferences rather than just find the answers in the text.³² Afterward, Putra comments that It Says I Say And so strategy will require the student to find some information based on the text that given by the teacher.³³ From several explanations above, the writer can conclude that It Says I Say And so strategy is to make inference through answer the question from the text and students thinking or from student background knowledge by using chart.

Iqbal analyzes that I Says I Say and so is a strategy that appropriate to be applied in teaching reading, because by using this strategy the teacher guide the students to find some information and obtain meanings from the text. This strategy is to make the student interesting and understanding in learning reading.³⁴ There are some advantages which are explained by many experts. Guzzardo says that this strategy can make students to activate their background knowledge about the

³¹ Guzzardo, L. (2005). *Inferential thinking: reading between the lines*. Retrieved from: (<https://www.ncte.org/search?q=it+says+i+say+and+so+is+a+reading+strategy>).

³² Sethana, M. (2011). *Literacy skill and strategies for content area teachers*. USA: Mundelein High School.

³³ Putra, D. Y. (2014). *Teaching reading on narrative text by combining vocabulary self collection strategy with it says I say and so strategy at junior high school*. STKIP PGRI Sumatra Barat, I(1), 1-10. Retrieved from: <http://id.portalgaruda.org/?ref=browse&mod=viewarticle&article=264014>

³⁴ Iqbal, M. (2013). *The effect of it says I say and so strategy towards students' reading comprehension : A study at eight grade students of smp negeri 2 panti, pasaman* (Undergraduate's Thesis). STKIP PGRI Sumatra Barat Padang, Indonesia.

topic, which can be shared with existing knowledge to gain information.³⁵ On the other hand, Zweirs argues that It Says I Say And so strategy helps students to look critically at the text and making inference. It means that this strategy is very effective for the students in reading comprehension to make inference from students existing knowledge and prior knowledge.³⁶

b. Advantages of It Says I Say And So Strategy

There are advantages which are explained by many expert. Guzzardo says that

- a. This strategy can make students to activate their background knowledge about a topic, which can be shared with existing knowledge to gain information.
- b. It says I say and so strategy helps students to look critically at the text and making inference.

it means that this strategy is very effective for the students in reading comprehension to make inference from students existing knowledge and prior knowledge.

c. Disadvantages of It Says I Say And So Strategy

- a. The teacher must be more careful in providing an understanding of the text
- b. The teacher must be selective and choose specific texts in which the students lack prior knowledge about.
- c. One should pay attention to the time constraints in material presentation within school settings

Guzzardo, L. (2005). *Inferential thinking: reading between the lines*. Retrieved from: (<https://www.ncte.org/search?q=it+says+i+say+and+so+is+a+reading+strategy>).

³⁶ Zweirs, J. (2004). *building reading comprehension habits in grades 6-12: A toolkit of classroom activities*. (2nd ed). New York, NY: The International Reading Association

d. Procedures of It Says I Say And So Strategy

There are some procedures of It Says I Say and so strategy. Preszler mentions about the steps of It Says I Say And So Strategy that can be applied by the teacher in teaching reading process, such as:

1. The strategy works best when a teacher has spent time modeling the process prior to apply it to content material. Consider using a short text to teach the strategy. Teachers who use the strategy are suggested to begin with fairy tales, folklore, or legends. After modeling the strategy, the teacher apply it to a relevant piece of content area text.
2. Provide students with a copy of the It Says I Say And So Strategy chart.
3. Brainstorming possible question based on the topic to be read. (In the beginning, the teacher may choose to actually provide the questions. Sometimes question found at the end of textbook reading selections are appropriate).
4. Consider allowing students to work in groups as students learning the strategy.
5. Students follow the steps in the sample chart below:³⁷

Question	It Says	I Say	And So
Read the question.	Find information from the text to help answer each question paraphrase or quote answer from text.	Consider what you know about the information.	Put together the information from the text with what you know, then answer the question.

³⁷ Preszler,J.(2006). Strategies to help readers make meaning through inferences. Rapid City: Black Hills. Retrieved from:http://www.rainbowschools.ca/virtual_library/teacher_resources/support/Making-Inferences-booklet-On-Target.pdf.

5. Previous Related Students

In relation to other previous studies, there are two previous studies which are related to the writer's present study.

The first study entitled "The Effect of Using It Says and So Strategy toward the reading Comprehension of second Year Students at state Senior High School. The result of the study is there is significant effect of it Say I Say and So strategy toward reading comprehension of the second year. The similarity between her study with the writer's study are in independent and dependent variables namely it used It Says I Say And So Strategy Effective in reading comprehension. The result of the study is this strategy has positive effect to the students' in learning reading. the similarity between his study with the writer's study are in independent and dependent variables namely it used it says I say and So Strategy in teaching narrative reading comprehension. On the other hand, the difference is in the population of the study and the sample. The population of this study is the eighth grade students of SMP N 1 Pulaupanggung while in Sari's study was the second year students at state senior high school.

The second study entitled "The Effect of It Says I Say And So Strategy Toward Students' Reading Comprehension, A Study at eight grade students of SMP Negeri 1 Pulaupanggung "written by iqbal . The purpose of this study is to find out whether or not It Says I Say And So strategy affective in reading comprehension. The result of the study is this strategy has positive effect to the students' in learning reading. The similarity between his study with the writer's study are in independent are dependent variables namely it use It Says I Say And So strategy in teaching reading comprehension. However, the difference is in the population of the study, In the writer's study, his study used two text narrative and recount text. The writer only used narrative text. The population of this study is the eighth grade student of SMP Negeri 1 Pulaupanggung while in Muhammad iqbal's study will be the eighth grade student of SMP Negeri 1

pulaupangung. It means that It Says I Say And So strategy is effective to use to the eighth student to reading.

6. Concept of Listen-Read-Discuss (LRD) Strategy

1) Definition of Listen-Read-Discuss (LRD) Strategy

Listen-Read-Discuss (LRD) is a reading comprehension strategy especially designed for struggling readers, with its three stages representing the phases before, during, and after all reading lesson formats.³⁸ Listen-Read-Discuss (LRD) is a comprehension strategy that builds students' prior knowledge before they read a text, using a short lecture delivered orally by the teacher or a guide or graphic organizer that helps the students follow the information.³⁹ The stages of the strategy are divided into three: *first*, the students listen to the explanation about the material from the teacher; *second*, the teacher asks the students to read the text to grasp a sense of general comprehension; and *third*, the teacher guides the students to discuss about the text for further comprehension. Listen-Read-Discuss (LRD) is valuable for building students' prior knowledge and evoking discussion among them. It is also effective for classroom reading activities, either within a small group or in a whole class setting.

2) Advantages of LRD Strategy

Purwanti recommends the following advantages of LRD within classroom setting:

- a) It helps students comprehend material presented orally.
- b) It builds students' prior knowledge before they read a text.
- c) It engages struggling readers in classroom discussion.⁴⁰

³⁸Dewi Sri Murni, *Improving Students' Reading Comprehension Thought Listen-Read-Discuss (LRD) Strategy (A Classroom Action at Class X-1 of SMA Negeri 1 Musuk Boyolali in 2014/2015 Academic year)*.

³⁹ John E. Trowbridge, *Reading in the Content Areas*, (Washington: Louisiana Public Broadcasting, 2002), p.11

⁴⁰ Sri Erma Purwanti, *The Use of LRD (Listen-Read-Discuss) Strategy to Improve Students' Reading Comprehension of the Second Grade Students at SMP N.2 Tembilang Kota*

3) Disadvantages of LRD Strategy

However, teachers should safeguard LRD application from the following:

- a) LRD is difficult to use on a daily basis because developing a lecture and building students' prior knowledge are time-intensive.
- b) The teacher must be selective and choose specific texts in which the students lack prior knowledge about and need more support with LRD text.⁴¹ Teacher interaction in the learning process is important because the teacher serves as both advisor and mentor through out the lesson to ensure the learning process is running optimally.

One should pay attention to the time constraints in material presentation within school settings, which leads to the need for greater intensity of reading outside of school hours in order to achieve learning objectives.

a. Procedure of Using LRD Strategy

According to Trowbridge, LRD have three core steps: *first* is "listen", in which the teacher presents a lecture on the content of the reading, and may include graphic organizer to provide additional information; *second* is "read", in which the students read the selection, guided by the idea that the reading may provide a different understanding or interpretation of the content; and *third* is "discuss", where the teacher leads a classroom discussion on the materials, encouraging students to reflect on the differences between their reading of the content and the teacher's presentation.⁴² In LRD, the students listen to the teacher's explanation about the material, read the text to build their comprehension, and finally discuss how well they have comprehended the text they read.

b. Teaching Reading Comprehension in Narrative Text by Using LRD Strategy

The following is the possible procedure in teaching reading comprehension in Narrative text using LRD:

- 1) Pre-activities
 - a) The teacher greets the students.
 - b) The teacher checks the student attendance.
 - c) Brainstorming ideas: questions and answers related the theme. The teacher asks the students about their unforgettable experience/moment.
- 2) While-activities
 - a) The teacher gives the text material to each student.
 - b) The teacher asks the students to listen the explanation about the material.
 - c) The teacher asks the students to read the text silently.
 - d) The teacher guides the students to discuss their understanding of the text with other students.
- 3) Post-activities
 - a) Making the conclusion about the material.
 - b) The teacher closes the class.

7. Hypotheses

The written formulates the hypotheses in the following:

1. (H_0): There is no significant improvement on the eighth grade students' narrative reading comprehension who are taught by using It Says I Say And So strategy at SMP Negeri 1 Pulaupangung before and after treatment.
 (H_a): There is significant improvement on the eighth grade student's narrative reading comprehension who are taught by using It Says I Say And So strategy at SMP Negeri 1 Pulaupangung. before and after treatment.
2. (H_0): There is no significant difference on the eighth grade students' narrative reading comprehension who are taught by using It Says I Say And So strategy and those who are

not at SMP Negeri 1 Pulaupanggung before and after treatment.

(H_a): There is significant different on the eighth grade students' narrative reading comprehension who are taught by using It Says I Say And So strategy and those who are not at SMP Negeri 1 Pulaupanggung before and after treatment.



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